
Partner engagement on university's community service program in Indonesia

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Abstract: University's community service program is one of facilitator, catalyst, and mediator in empowering the community. In addition, the mosque is not only a place of ritual worship but also serves for empowering the community. To integrate the programs of university and mosque, there are three partner institutions that collaborate to increase the quality of life society involving village management, non-governmental organisation, and mosque management. The purpose of the study is to determine the response of partner engagement in implementing mosque-based empowerment. This study has a sample of 210 respondents in two universities in Indonesia. Finding found that the response of partner engagement on university B better than university A. Then, mosque management is selected to be the best partner institution in providing the university's community service program with a mean of 68.69. Further study is suggested to consider the government partner engagement to provide community service by the university.

Keywords: partner engagement; mosque-based empowerment; university's community service program; Indonesia.

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1 Introduction

University's community service program is one of the main core business of university in Indonesia. There is a lot of program of universities to serve community service through several programs. *Student study service* which it is called KKN at Indonesia has been recommended by the campus in order to implement the skill and knowledge from student to the community during they study in university (Khusniah, 2018). Some campuses have different patterns in carrying out student study services (KKN) activities. Therefore, these activity have a different theme that aims to provide a focus on empowerment to the community.

Furthermore, universities in implementing Student study services interact with the community supporting by several partner institutions. This institution is a third party including the government, non-governmental organisations, foundations, companies, and others. Obviously, the partner institutions involved must give a positive response to the activities carried out by universities in order to support empowerment for the community. It needs a study that examines the relationship of partner institutions on the University's community service program (student study services) has a significant influence on community empowerment.

In the previous researcher, Melo and Alves (2019) examined the community empowerment to analyse the community partnership in nursing decision making. The finding showed that there was a strong relationship between nursing decision making related to community empowerment in order to promote effective community partnerships. Moreover, there was a case of community empowerment-related policies in village development in Jayapura Indonesia. Research findings showed that participation in village development is influenced by community empowerment and participation of public social institutions, local government and private sector in order to the strengthening community capacity (Fatem, 2011). The studies above concluded that there is a positive response from partner engagement to support community empowerment.

The mosque is a place of worship for Muslims. Fahmi (2018) examined the role of mosques which were used as instruments for empowering the community and play a strategic role in efforts to improve the quality of society. To realise this function, it must be supported by the best management of the mosque. The mosque, as well as a place of worship for Muslims, also functions as a centre of empowerment in various aspects of people's lives. The Prophet has practiced mosques as a means of fostering and spreading Islam, a place to treat sick people, to reconcile litigants, to regulate war strategies and places to convey information to the public (Said and Mahmuddin, 2015; Kurniawan, 2014). On the golden age of Islam, mosques were used as educational institutions ranging from the basic to the university level. Thus, it can be seen that the function of the mosque is very holistic and adapts to the development of science and technology in order to create an empowered and independent society. Currently, the function of the mosque has begun to gradually narrow, only as a place of worship; as a result, the social role diminishes. Nevertheless, certain mosques try to build synergy with the community by empowering existing local potential. Thus, mosques have a central position in empowering the community in various fields.

This case study needs to examine the implementation of Student study service at two universities which have the theme of community empowerment based on the mosque. The program was called in Indonesia's mosque-based empowerment. This case study took the implementation of two universities in Indonesia. Moreover, to implement this program, there are three partner institutions that collaborate to increase the quality of life of society involving village management, non-governmental organisation (NGO) and mosque management. Thus, the objective of this research is to determine the response of partner engagement in the two universities in carrying out mosque-based empowerment.

2 Mosque-based empowerment

Mosque-based empowerment serve as a role to develop the community through manifestations of student activities carried out in the context of disseminating information and implementing scientific and technological products from university. This program directs students through the learning process by living together and interacting and adapting to the community through the mosque.

Furthermore, Indonesia has 87.2% of Muslims; as the result, empowerment through mosques can be accepted by the community. Mosque-based empowerment was a group for families and communities through the mosques. In practice, lecturers and students help the community to overcome problems faced by families through business activities,

education, and skills, improving health and supporting environmental preservation in an effort to improve the quality of human resources (Setiawan et al., 2019).

The empowerment community program carried out by lecturers and students at the university aims to support consultation and advocacy in increasing the awareness and commitment of policymakers. This pattern is used for poverty alleviation and human resource development. The stages of mosque-based empowerment can be carried out through several steps (Mufidah, 2016). The initial stage was done data collection and observation of all the target families living in the mosque area. The data collection aims to identify and place the target family mapping in conditions or positions in accordance with the indicators used. For the detail, placed as a group of disadvantaged families or prosperous families. To improve in a better position, groups of welfare were invited to participate in helping disadvantaged families to overcome problems through mentoring.

The students are expected to invite all families around the mosque to hold meetings or gatherings and form the management whenever mosque-based empowerment was developed and the data collection has been completed. Furthermore, students assist the management in setting priorities, develop work programs by developing innovative and creative ideas through the application of science and technology. This activity was directed to form independent rural and urban community institutions. As the result, the main program recommended was family economic empowerment, especially microeconomic activities in the form of joint ventures, which eventually developed into cooperatives. Household economic activities will increase the capacity of each family to provide support to other mosque-based empowerment activities such as in the fields of education and skills training, family planning, agricultural, fishery, health education, environmental preservation, and nutritious family gardens and religious coaching to create people's mental resilience.

3 Methodology

This study adopts a quantitative approach which conducted a questionnaire technique to explore data relating to the implementation of mosque-based empowerment. Counsell and Harlow (2017) revealed that the qualitative approach was able to an exclusive focus on significance tests. To solve the problem of community empowerment, Khalid et al. (2019) suggest using the quantitative study to examine the relationship between the variable of community. In addition, the primary data was collected through questionnaires to the respondents of the study, which consists of the village management, non-governmental organisation, and mosque management. Then, the data were processed using SPSS software. Furthermore, the research object consisted of two major provinces in Indonesia involving ten cities in Riau Province and one city in East Java Province. Thus, this case study has a total sample of 210 respondents. Data analysis conducted with the test of validity and reliability. Then, it proceeds with a descriptive analysis and ANOVA test.

4 Result

This case study conducts implementation of the response of partner engagement in two universities in Indonesia which consists of University A and University B. The results of

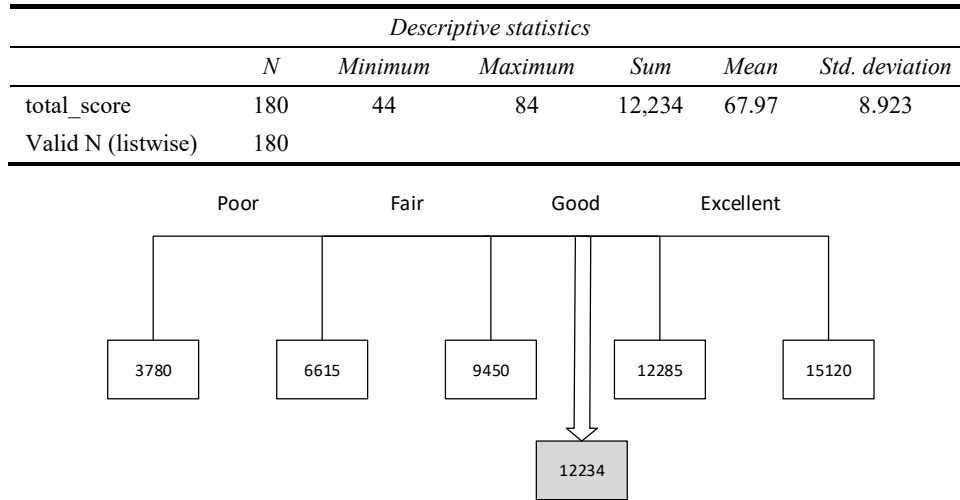
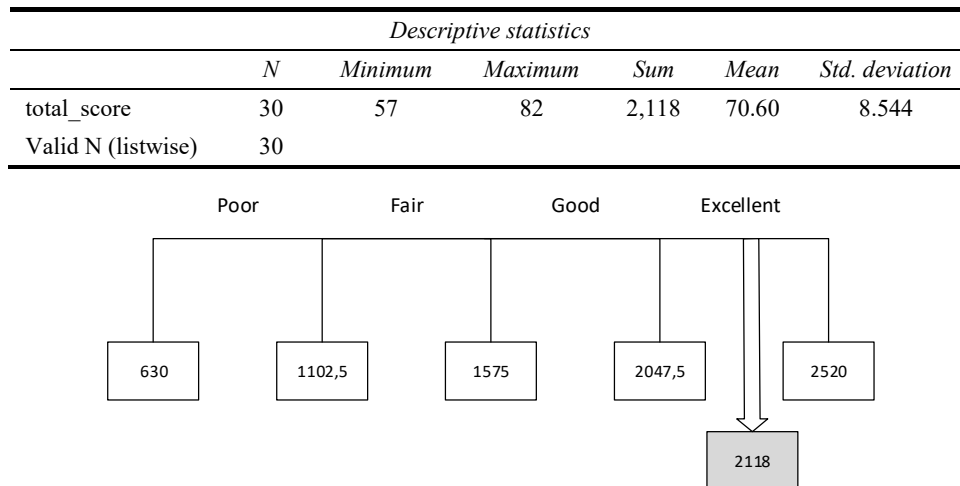
data processing were obtained through testing validity and reliability. The validity test was performed on all the questions in the research questionnaire using the SPSS software. Then, test the reliability by looking at the Cronbach's alpha value. In addition, the value of Cronbach's alpha is greater than 0.6, the questionnaire can be said to be reliable. The result of the validity test can be seen at Table 1.

Table 1 Item-total statistics

	<i>Scale mean if item deleted</i>	<i>Scale variance if item deleted</i>	<i>Corrected item-total correlation</i>	<i>Cronbach's alpha if item deleted</i>
item_1	65.90	73.583	.637	.925
item_2	65.82	73.718	.679	.924
item_3	66.14	70.569	.727	.923
item_4	65.92	73.214	.624	.925
item_5	66.18	71.505	.657	.924
item_6	65.99	73.732	.552	.926
item_7	65.89	73.304	.628	.925
item_8	65.93	72.828	.596	.925
item_9	65.98	71.942	.735	.923
item_10	65.90	73.794	.566	.926
item_11	65.89	74.653	.518	.927
item_12	65.86	74.033	.582	.926
item_13	65.80	73.006	.670	.924
item_14	65.80	74.027	.606	.925
item_15	65.80	75.121	.507	.927
item_16	65.73	74.744	.543	.926
item_17	65.72	75.715	.442	.928
item_18	65.81	74.892	.497	.927
item_19	65.88	73.062	.647	.924
item_20	65.93	73.862	.608	.925
item_21	65.76	75.792	.472	.927

Furthermore, it measure mosque-based empowerment at two universities. The results showed that the descriptive analysis of the mosque-based empowerment at university A with a value of 12,234 were categorised as good. The detail result, it can be found in Figure 1. In addition, the results of the descriptive analysis in mosque-based empowerment at university B showed a value of 2,118 were categorised excellent.

Achieving student study service programs between the two universities above can be determined through the independent sample T-test which can be seen in Table 2. The results of Table 2 showed that the output analysis using SPSS Software obtained the mean of the student study service program at university A with mean of 67.97 and university B with mean of 70.60. The results above concluded that the implementation of the student study service program of the mosque-based empowerment for the two universities showed that the implementation by university B was better than the implementation by university A.

Figure 1 University A**Figure 2** University B

To determine the level of comparison between these two universities, then testing the hypotheses. This study proposes:

H0 Variants population of universities A and B are identical.

H1 Variants population of universities A and B are not identical.

Furthermore, the calculation of the independent sample test showed that the calculated F-value for the achievement of student study service on mosque-based empowerment with equal variances assumptions was 0.04 and probability was 0.841. Obviously, the probability >0.05 then the decision H0 was accepted. It concluded that there is no difference between the two population variants among universities A and B .

Table 2 Independent samples test

Group statistics									
University	N	Mean	Std. deviation	Std. error mean					
total_score									
A	180	67.97	8.923	.665					
B	30	70.60	8.544	1.560					
Independent samples test									
Levene's test for equality of variances					t-test for equality of means				
F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference		
							Lower	Upper	
total_score									
Equal variances assumed	.040	-.1505	208	.134	-2.633	1.749	-6.082	.816	
Equal variances not assumed		-1.553	40.285	.128	-2.633	1.696	-6.060	.793	
Group statistics									
mosque_mgt	N	Mean	Std. deviation	Std. error mean					
total_score									
mosque_mgt_A	60	66.63	10.046	1.297					
mosque_mgt_B	10	80.40	1.075	.340					
Independent samples test									
Levene's test for equality of variances					t-test for equality of means				
F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference		
							Lower	Upper	
total_score									
Equal variances assumed	14.841	-4.304	68	.000	-13.767	3.199	-20.150	-7.383	
Equal variances not assumed		-10.268	65.363	.000	-13.767	1.341	-16.444	-11.089	

Table 2 Independent samples test (continued)

Group statistics										
	mosque_mgt	N	Mean	Std. deviation	Std. error mean					
total_score	NGO_A	60	66.37	7.004	.904					
	NGO_B	10	79.30	4.057	1.283					
Independent samples test										
Levene's test for equality of variances		t-test for equality of means								
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference		
total_score	Equal variances assumed	4.548	.037	-5.661	68	.000	-12.933	2.285	-17.492	-8.375
	Equal variances not assumed			-8.241	19.432	.000	-12.933	1.569	-16.213	-9.653
Group statistics										
	village_mgt	N	Mean	Std. deviation	Std. error mean					
total_score	village_mgt_A	60	66.37	7.004	.904					
	village_mgt_B	10	79.30	4.057	1.283					
Independent samples test										
Levene's test for equality of variances		t-test for equality of means								
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference		
total_score	Equal variances assumed	4.548	.037	-5.661	68	.000	-12.933	2.285	-17.492	-8.375
	Equal variances not assumed			-8.241	19.432	.000	-12.933	1.569	-16.213	-9.653

Different variants make use of variants to compare mean population using t test. This can use the basic equal variance assumption. This study proposes:

H0 Mean population between two university is identical.

H1 Mean population between two university is no identical.

The result of the t-test through equal variances assumptions was -1.505 and probability was 0.134. Obviously, the probability >0.05 then the decision H0 was accepted. It concluded that there is no difference between the two population mean among universities A and B.

Table 3 ANOVA test

<i>Descriptives</i>								
	<i>N</i>	<i>Mean</i>	<i>Std. deviation</i>	<i>Std. error</i>	<i>95% confidence interval for mean</i>		<i>Minimum</i>	<i>Maximum</i>
					<i>Lower bound</i>	<i>Upper bound</i>		
mosque_mgt	70	68.69	8.931	1.067	66.56	70.82	45	84
NGO	70	67.83	8.960	1.071	65.69	69.97	44	82
village_mgt	70	68.51	8.908	1.065	66.39	70.64	45	83
Total	210	68.34	8.898	.614	67.13	69.55	44	84
<i>Test of homogeneity of variances</i>								
<i>total_score</i>								
<i>Levene statistic</i>		<i>df1</i>		<i>df2</i>		<i>Sig.</i>		
.043		2		207		.958		
<i>ANOVA</i>								
		<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>		
Between groups		28.800	2	14.400	.180	.835		
Within groups		16,518.514	207	79.800				
Total		16,547.314	209					

Moreover, this study measures the involvement of partner institutions involving mosque management, NGO and village management. This aims to conduct the role of each partner institution in the implementation of the student study service program in this case study. Table 3 is a comparison of the roles of each partner institution. Overall, the results of the F-test showed that the probability was <0.05 . This means that Ho was rejected. Then, the t-test was performed with the probability of <0.05 . Thus, H0 was rejected. It means that the means population is not identical. The interpretation of the above was concluded that the character of guidance for three partner institutions involving mosque management, NGO and village management is not identical.

This study was continued to conduct an ANOVA test in order to determine the role of partner engagement in mosque-based empowerment programs. There was three partner engagement in this case including mosque management, NGO and village management. Figure 4 shows that mosque management was selected to be the best partner institutions in this program in which the mosque's mean score was 68.69. Then, the ANOVA test

also was obtained that $H_0 \geq 0.05$ means the hypothesis was accepted. This concluded that the entities such as mosque management, NGO and village management at universities A and B have identical populations. Thus, the characteristics of respondents in universities A and B were similar.

5 Discussion

Currently, there have been community groups such as farmer groups, cooperatives and other forms of associations supported by government programs. However, all of this takes place only temporarily according to the program that has been planned by the government. While the problems of the community are increasingly piling up starting with health, education and economic problems. This is a major problem in people's lives. Therefore, it need for sustainable activities to foster the community by empowering them to improve people's lives. The presence of mosque-based empowerment is expected to answers the problems that occur in the community. Nurjamilah (2016) and Riwayatanti and Fadloli (2019) also study in Indonesia revealed that mosque-based empowerment is a post or media to provide training and understanding to the community about all activities in community life. This activity is intended for the community and carried out by the community.

Moreover, the university is an institution that has a diverse set of resources and is surrounded by knowledge. This is expected to be able to bridge in improving the lives of the community. The results of this study showed that university B is better than university A. The implementation of mosque-based empowerment by university B was a collaboration of the university, village management, non-governmental organisation and mosque management to develop the local wisdom potential that is owned by the community. Mufidah (2016) and Akbarizan et al. (2017) agreed that the implementation of mosque-based empowerment is carried out by establishing a community service post by a university. Thus, it has a base for the location of activities in the mosque. In addition, mosque management is selected to be the best partner institution in providing the university's community service program with mean of 68.69. Universities through mosque management leaders mobilise mosque-based empowerment with various activities. Therefore, the university able to provide resources such as students as executors of activities, lecturers as resource persons and collaborating with NGOs to jointly foster mosque-based empowerment. All community problems are solved through the mosque-based empowerment. Thus, mosque management leaders do not walk alone in fostering their community. They will be equipped and accompanied by various competencies from university to carry out various activities (Dost et al., 2018). Furthermore, this mosque-based empowerment will be driven by the mosque management leaders to collaborate with outside parties such as the government, community organisations, and foundations. Currently, many programs or assistance planned by the government or other organisations, but it does not organise clearly. Thus, this becomes an opportunity for mosque-based empowerment to take over the opportunity in order to mobilise community activities.

This study also provides the critical success factors of the implementation of mosque-based empowerment at university B. It can be assessed from several indicators including:

- 1 Mosque-based empowerment activities cannot be separated from the support of various parties including the role of academics, the community, and the government. This collaboration can turn mosque-based empowerment into a sustainable activity. Thus, guidance on mosque-based empowerment can run simultaneously.
- 2 University B as an institution that produces intellectual generation successfully plays its role to accelerate the continuity of mosque-based empowerment. The campus management focuses on directing its activities in fostering mosque-based empowerment. It can be found on the existence of a directed and measurable vision and mission from higher education institutions. Furthermore, this success also can be seen by the university's contribution to the continuity of mosque-based empowerment not only in the form of funding but all the activities to accelerate the improvement of public living standards pioneered by the university.
- 3 Mosque management is selected as the priority of partner institutions to support the university's community service program in Indonesia. Therefore, most of the community believe that mosque management leader is the best public figure to lead the empowerment.

6 Conclusions

This study shows that partner engagement gave a positive response to mosque-based empowerment activities at both universities. Furthermore, university B is better at implementing mosque-based empowerment programs than at university A. Factors in utilising the functions of mosque management leaders are the differentiators of the implementation of mosque-based empowerment in these two universities. The suggestion for further study is to design a format for empowering mosque management and mapping community needs problems in each mosque-based empowerment. This study also need to consider adding partner engagement as samples of research such as NGOs and village representative bodies.

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